

The Tech grade report

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"Continuous News Service
Since 1881"

The Tech

A Tech Tool had thought,
"Life is a dud,
I do nothing but study this crud."
He decided to repent,
And now he's content,
For he has donated a pint of
his blood.
Today is the last day of Blood Drive

VOLUME 95 NUMBER 11

MIT, CAMBRIDGE, MASSACHUSETTS

FRIDAY, MARCH 14, 1975



Baker Dining Hall will be much more crowded next year than it is in this picture if compulsory Commons is established again by the MIT administration.

Required Commons return considered for 3 dorms

By Mike McNamee

Residents of three West Campus dormitories may be required to buy Commons meal plans next year, according to MIT officials.

The Dean for Student Affairs Office is conducting a study, at the request of Chancellor Paul E. Gray '54, to test the possibility of returning to a "compulsory Commons" plan in Baker, Burton, and MacGregor houses.

Approximately 1000 dormitory residents would be required to purchase meal contracts under such a plan. Residents of other dormitories would not be affected by the change.

Compulsory Commons, which had been in effect in Baker, Burton, and McCormick houses since they were brought into the housing system, was abandoned by MIT in 1971 due to growing student opposition to the plan. Since then, Commons contracts have been optional for all students. Approximately 600 students currently purchase one of three meal plans offered.

"Optimal time"

Administration officials feel that this year will be an "optimal time" to re-introduce compulsory Commons, which, they say, will have to be considered by the Institute eventually. Completion of the new West Campus dormitory, they say, will give students who are opposed to compulsory Commons a "reasonable alternative" to either staying in their current dorms and buying Commons, or moving off campus.

"We have some flexibility here now," Gray told *The Tech*. "Students have a possibility of going to the new house next year if they don't want Commons. We feel this flexibility

gives freedom of choice in the system."

Another motivation behind instituting compulsory Commons now is apparently the need to cut the number of residents remaining in dormitories during their upperclass years. MIT has experienced a high retention rate of upperclassmen in the last several years, believed to be at least partially related to optional Commons plans. With the expected increase in undergraduate enrollment (see *The Tech*, Feb. 28), cutting the retention rate is seen as desirable to increase housing space available for first year students.

Return of compulsory Commons, which many administrators say they have always favored over optional Commons, is expected to have several benefits:

- Economies of scale, through more efficient use of the dining facilities now present in the dormitories, are expected to help the Housing and Dining

Service meet its growing costs. MIT housing is run on a break-even basis, but has experienced deficits in several recent years.

- Student nutrition is expected to improve. Many administrators believe that students who are cooking for themselves are not receiving adequate nourishment. Their arguments received new impetus when a recent study showed that many off-Commons students' meals are deficient in several nutrients (see story below).

- Sanitation and maintenance of dormitories is expected to improve. Administrators say that safety and sanitation of dorms - especially Baker and MacGregor, which were designed with compulsory Commons in mind - has deteriorated since optional Commons was instituted. Rising maintenance costs are being considered in requiring compulsory Commons.

- Social interaction between students is expected to improve.

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Former CP arrested with stolen goods

By Mike McNamee

A former MIT and Boston University Campus Patrolman has been arrested and charged with receiving goods apparently stolen from MIT's duPont Gymnasium, according to Brockton Police.

James Mattie, 33, whose employment with the MIT Campus Patrol was terminated in January, will appear in Brockton District Court today on charges of assault and battery with a deadly weapon, possession of a deadly weapon, possession of controlled substances, and two charges of receiving stolen goods. Mattie has been held on \$7000 bond since his arrest by Brockton Police last Friday.

MIT Campus Patrol is investigating "five or six" additional charges of receiving stolen goods which might result from Mattie's arrest, according to Patrol Chief James Oliveri. One pending charge of receiving stolen goods cites Mattie's possession of a .25 caliber pistol taken from the duPont pistol range, according to the arrest report.

Mattie, a former Massachusetts State Police officer who was hired by the MIT Campus Patrol in 1971, was discharged from the Patrol Jan. 27 for "conduct improper for a Patrol officer," Oliveri told *The Tech*. Misconduct charges had been brought against Mattie for four separate incidents, none of them relating to the alleged thefts, he said.

Mattie was assigned to Patrol duty in duPont Gymnasium for two years, until he was transferred to other duty about eight months ago, Oliveri said. DuPont has long been the scene of a rash of "wallet and watch" burglaries which have eluded Campus Patrol attempts to solve them.

After his dismissal at MIT, Mattie was employed briefly as a campus police officer at Boston University, Oliveri said. BU Campus Patrol Chief Paul M. Bates, when contacted by *The Tech*, refused to confirm or deny Mattie's employment. "I have absolutely no comment on any story," Bates said.

(Please turn to page 3)

IFC, Dormcon elect officials

By Michael Garry

The Interfraternity Conference (IFC) and the Dormitory Conference (Dormcon) elected officers this week to guide the student housing organizations for one year.

The IFC elected Mark Suchon '76 (DU) Chairman and Gary Porfert '77 (DKE) Vice-Chairman at its Tuesday night meeting at Alpha Tau Omega. At the Dormcon election meeting in the Student Center Wednesday night, Greg Blonder '77 (Baker House), Jerry Kazin '76 (Senior House) and Samuel Nixon Jr. '77 (East Campus) were elected Chairman, Secretary-Treasurer and Judicial Committee Chairman.

Although Suchon and Porfert will not be officially installed in their positions until the April 15 meeting of the IFC, they effectively took control after the election Tuesday night. However, their predecessors, Peter Mancuso '75 (SPE) and Carlos Seavedra '75 (DTD) will remain in the IFC in the interim period to help them get accustomed to their positions and to ensure "a smooth period of transition," Porfert told *The Tech*.

When asked what he hopes to accomplish as IFC Chairman, Suchon said he plans to make the IFC "more responsive to fraternity houses," and to encourage fraternity representatives to consistently attend IFC meetings. Suchon added that the IFC is presently considering proposed modifications in its Residence-Orientation Week schedule.

Although each of the 29 fraternities has a representative in the IFC, only 22 of the representatives were present at the election meeting, Porfert said.

The following officers were also elected at the meeting: Dave Dobos '77 (LCA), Treasurer; Doug King '78 (SPE), Secretary; John Thain '77 (DU), Judicial Committee Chairman; Russ Johnsen '76 (DTD), Rush Chairman; Bill Morris '77 (PKS), PMC Chairman; Rich Maebius '77 (SPE) Community Relations Chairman; Ken Leighton '78 (SPE), Finance Management Chairman; John Zbesko '77 (TDC), Activities Chairman.

The representatives decided to defer to the April 15 meeting the election of the six members of the Judicial Committee,

which had been scheduled to come after all the officers were elected. "It would have been bad to have this election at the end

(Please turn to page 3)



IFC Chairman-elect Mark Suchon '76.

Dave Schaller

In an article in the Feb. 11 issue of *The Tech* entitled "Students to be housed at Y?", it was reported that 150 students may move into the Cambridge YMCA if the West Campus Dormitory is not completed by Oct. 1. Actually, the YMCA, which would be one of several temporary living quarters, would house far fewer than 150 students, although the exact number is not known at this time. *The Tech* regrets the error.

NOTES

* In an effort to encourage MIT students to extend a warm and friendly welcome to the Class of 1979, the Admissions Office will again make available the "Freshman Admitted List." Student-to-student contact during the month of April, when decisions as to choice of college are being made, is important for the applicant and for MIT. All students are encouraged to call, write or visit as many of the Class of 1979 as possible. Lists will be available for consultation in the Admissions Office (3-108) at 10am on Friday, March 21. The official representative of a living group or major activities group may sign for and pick up a copy of the list any time after 10am on the 21st.

* Freshman Evaluation Forms are due on Friday, March 21. Instructors' deadline is Friday, March 28.

* Space hearings will be held on Wednesday, March 19 at Burton House Dining Hall and on Thursday, March 20, in W20-400 7:30pm to 10:00pm; all Association of Student Activities recognized organizations that wish to obtain space or change space are required to attend. Organizations that currently hold space and do not wish to change the space they occupy need not attend unless otherwise notified by the ASA Executive Committee. The purpose of these hearings is to allow the ASA to get a picture of the space needs of the MIT Student Activities Community. All groups applying for space are expected to have space forms fully completed and returned by March 17. Forms may be obtained and must be returned to W20-403. If your organization wishes to obtain space and cannot attend either hearing contact Terry, x3-2969, on or before March 17.

* Nominations are being sought for two major student awards and one award for an employee to be presented at the annual Awards Convocation in May. The Carl Taylor Compton Awards recognize excellence and devotion to the MIT community. Emphasis in nominations should be placed on lasting or sustained contributions; William L. Stewart Awards recognize contributions to student life. The Award honors significant contributions to a particular activity or event. James N. Murphy Award for an employee recognizes an employee whose relationship with students goes beyond what might normally be expected. Nominations may be made by letter and submitted to Awards Selection Committee, Rm. 7-101. Deadline is Monday, April 7.

* The MIT Auto Club will be having a meeting on Sunday 16 March at 7pm in Room 400 of the Student Center. Organization of the pit crew elections, slides.

* Materials Policy Seminar Series: Mondays, 4-5:30pm, room 9-150. March 17: "International Aspects of Materials Supplies," Charles Kindleberger, Economics. Sponsored by Materials Science and Engineering Dept., CPA.

* The Cambridge Forum Video Series will present the forum program "Are the Arts Alienated from Society?" Sunday, March 16, at 8pm. The video program will be presented in the Lobby of Building 7, MIT. Professor Rudolf Arnheim of Harvard and Professor Gyorgy Kepes of MIT will conduct the program.

* On Friday evening, March 21, at 8:00pm, Noam Chomsky will speak on "Some Varieties of Socialism." The lecture will be held at the University of Massachusetts - Boston downtown campus at 100 Arlington Street. Sponsored by the Black Rose magazine collective as a part of their lecture series. Information: call 296-7423, in the evening or write Black Rose Lecture Series, Box 191, Somerville 02145.

* The Loeb Fellowship Program of the Harvard Graduate School of Design will present a conference on the Southern Growth Policy Board and the Report of the Commission on the Future of the South on March 24, 1975, from 4:00 to 6:00pm in Piper Auditorium, George Gund Hall, 48 Quincy Street, Cambridge, Ma. Free to the public.



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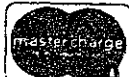
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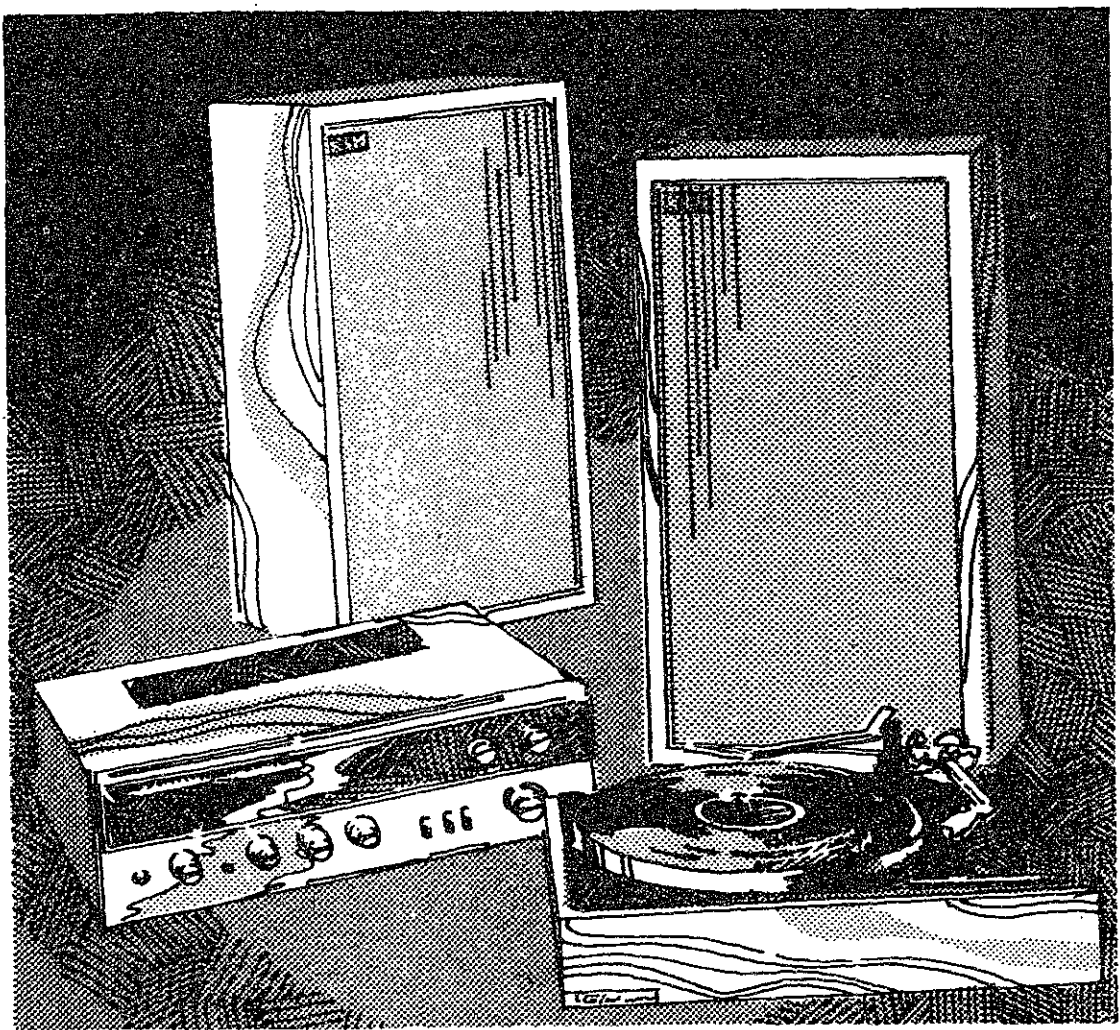
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Opinion

The Tech

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Mike Peters

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No one seems convinced at all

By Michael McNamee

The MIT administration is having trouble convincing people that the budgetary situation of the Institute is as difficult as it actually is. They can't convince the alumni who are expected to make gifts to MIT; they can't convince the faculty who don't want to see the budget cuts; they can't convince the students who don't want their dorms overcrowded.

There is no doubt about the fact that MIT's financial crisis is serious. Without changes in MIT's budgetary structure, the Institute will have a deficit — a single-year deficit — of \$9 million in 1980. Between now and then, if changes aren't made, MIT's endowment will have to contribute more than \$30 million to keep the Institute afloat. That's serious. Things have to be changed, and the administration is changing them.

If the administration is having trouble convincing everyone else of this fact, however, it might just be because the communication problem is two-way. Every one else seems to be having trouble convincing the administration of a number of things. Messages are being missed both ways, with a net result being that nothing is being done the easy way.

Convincing

For example, suppose a student lives in Baker, MacGregor, or Burton, enjoys living in his dorm, and also enjoys cooking for himself and saving money by not being on Commons. How does he convince the administration that he doesn't want to throw away the life he's built in two or three years and move to a new dorm with total strangers, just to avoid having to buy lousy food which he doesn't want at horrendous prices under a compulsory Commons plan? It's easy for the MIT VPs to say that "system freedom" gives the student choice; it's not that easy for the student who loves his dorm and is enjoying his life.

How does a MacGregor resident convince the administration that he and his suitmates have better uses for a lounge than having it made into another bedroom, and that losing lounges will hurt the quality of their lives? How does any student convince administrators who are worrying about "cost-effectiveness" and "better utilization of academic resources" than overcrowding his dormitory far beyond the levels it is designed for will hurt him, will make his life more unpleasant, will make MIT a decidedly worse place for him?

How do students convince administrators that they are

worried about future classes as well, and that they don't think the Cambridge YMCA is eligible for consideration as a housing option — even a last ditch option? How do you convince administrators that it might be better to be able to house students before admitting them, even if it means foregoing one

a chance to convince administrators of any of these things. The class size decision went through without any student consultation (Paul Gray, of course, doesn't live in a dorm). The deal with Iran has been negotiated with only very narrow consultation with faculty and students (Jerry Wiesner used

Dean's Office was handling the work — you can bet there won't be students helping to make the final decision, (Eugene Brammer won't be forced to eat Commons, or to leave his home).

Why haven't students been called in to at least discuss changes which will affect their lives more than anything else?


the streets, and MIT went on with what it was doing. Now that activism is gone, and a decision that abuses students only draws an editorial in The Tech calling for more consultation with students — more of something that just never existed. Why should they care what students think?

Confronting

The only pragmatic reason the administration should care is that if they don't, students may end up rioting in the streets again. Gut issues — housing, food, grades, finances, fear of MIT-aided war — might be able to move even the most apathetic MIT students. It worked even in 1957, when the campus was rocked by "Bread and Freedom" riots protesting rate increases; it might work now.

MIT's budgetary crisis is serious. If something isn't done about it, MIT might fold. But MIT is more than just a balance sheet, more than a column of numbers to be made to match another column of numbers. The administration has made little public acknowledgement of that in the past three weeks.

There might well be another era of confrontation in the near future. If there is, it will be because budgets have taken precedence over people; because accountant mentality has taken over the Open University. Confrontations will not solve the communications problem. But people who are being told to make sacrifices which they have not been asked about, which they don't understand, and for which they see little reason, aren't being communicated with anyway. What's the difference?



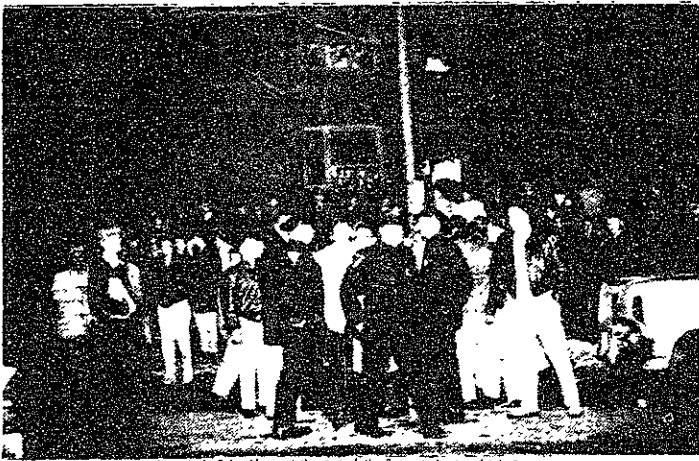
The Tech

OFFICIAL NEWSPAPER OF THE UNDERGRADUATES OF THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY

VOL. LXXVII NO. 7 CAMBRIDGE, MASSACHUSETTS, TUESDAY, MARCH 5, 1957 5 CENTS

STUDENT RIOTS ROCK CAMPUS

Students, Police Clash In Saturday Night Protest



The first carload of police arrive outside Baker House at the start of the first riot about midnight Saturday.



By Linda Greiner '68
What began as a small crowd of shouting students turned into a full-scale riot as police arrived at midnight Saturday.

"... WITH ITS DUE PROCESS..."

Student rioting didn't begin in the 1960s — at MIT, the "Bread and Freedom" riots, complete with arrests, bonfires, trashing and all the other phenomena of anti-war protests, were held in 1957.

year's income from a larger class?

How do students convince administrators that it is not wise to require them to register for fall courses when they are taking spring finals, just for administrative convenience? How do they convince administrators and faculty that it isn't wise to move the Drop Date just to ease pressure on Registrar's employees (who are paid to work under pressure) while increasing pressure on students (who apparently are paying to be put under pressure)?

Finally — but not by any means the last of the possible questions — how do students and faculty convince the administration that they feel it is immoral and wrong to go out of our way to train nuclear engineers for a dictatorial Mid-eastern government? How do students convince MIT administrators that the Institute has a broader responsibility in technological areas such as nuclear proliferation than just "informing" and "urging" other people and governments to do something about it — that MIT itself should set an example by doing something about it?

Consulting

Students have not been given

to worry about things like nuclear bombs and dictators). Registration changes are being made without students being consulted (Warren Wells isn't taking finals). Students were being consulted about compulsory Commons, but only because the relatively "liberal"

Well, look at it from the administration's point of view. Why should they consult with students? They never have in the past on any critical issue, or even on most trivial questions. Even at the height of student activism, they didn't really listen to students; students were marching in

Letter to The Tech

To the Editor:

It has been reported in at least two campus newspapers that the Institute, in the interest of raising its income, is embarking upon a policy which, although not so blatantly stated, actually calls for a gross overcrowding of the dormitory system. If true, the reasons for this move are quite understandable, but the problem need not be as great as the press has proclaimed.

It is only within about the past twenty years that MIT has switched emphasis from being a small school with a significant percentage of commuters to becoming a large, nearly completely residential university. With the present and upcoming shortage of housing, it might make sense for the Institute to pursue a policy of not dis-

couraging Greater Boston area students from commuting. (The present policy encourages residency on campus.)

To counter the inevitable argument that life on campus is a major portion of an undergraduate's educational experience, we of the Non-Resident Student's Association maintain that commuters can be and are as active on campus as residents. In addition, there is little or no inconvenience involved in commuting, and the savings in room and board are substantial. Presently it is estimated that approximately 25% of the Greater Boston area freshmen actually commute. This number can be increased, decreasing the number of students that need be housed by up to 50 annually.

Unknown to many, MIT

provides well for all its non-resident students by maintaining the Non-Resident Student Association facilities at 311 Memorial Drive. Kitchen, locker, study, recreational, and sleeping facilities, not to mention active social and athletic programs, are provided for a paltry \$5.00 per semester.

The commuter or potential commuter need not fear an inability to participate actively in the MIT community. The Institute need not pursue a policy of encouraging residency by potential commuters, especially during this housing crunch. It is now time for the Institute to again realize the potential of the NRSA as a resource to the MIT community.

Fred Walter
President, NRSA
February 18, 1975

MASSACHUSETTS INSTITUTE OF TECHNOLOGY						Cambridge, Massachusetts					
SUBJECT NUMBER	SUBJECT NAME	SUBJECT UNITS			GRADE	SUBJECT NUMBER	SUBJECT NAME	SUBJECT UNITS			GRADE
		Lec	Lab	Thesis				Lec	Lab	Thesis	
		Rec						Rec			
The grading controversy											
A special report by The Tech											
11/15/74 [Signature] For the Registrar											
Not valid without original signature and impressed seal of Office of the Registrar											

<p>School Year: Twenty-eight weeks exclusive of examinations, divided into two terms plus a January Independent Activities Period.</p> <p>Subject Units: A unit represents fourteen hours of work. One unit of lecture or recitation credit is equivalent to one semester hour. Two units of laboratory or thesis credit are equivalent to one semester hour. Preparation units are not included in semester hour computation.</p> <p>EXPLANATION OF GRADES</p> <p>A: passed with honor. B: passed with credit. C: passed. D: barely passed. F: failed. J: grade in same subject in later term also covers this term.</p> <p>P: single passing grade. I: incomplete. O: absent. X: allowed extension of time. S: credited on basis of work done elsewhere.</p> <p>All Freshmen are graded on a Pass/Fail basis.</p>											
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CLASS 1976 FIRST TERM 1972-73											
3.091	INT TO SOLID STATE CHEM	5	0	7	P						
8.01	PHYSICS I	5	0	7	P						
18.01	CALCULUS	4	0	8	P						
21.011	THE WESTERN TRADITION	3	0	6	P						
SEM 185	MATH PEOPLE & IDEAS	0	6	0	P						
CLASS 1976 SECOND TERM 1972-73											
8.02	PHYSICS II	5	0	7	P						
18.02	CALCULUS	4	0	8	P						
18.023	TOPICS IN CALCULUS	3	4	0	P						
18.031	INT TO LINEAR ALG & APP	3	0	9	P						
21.012	THE WESTERN TRADITION	3	0	6	P						
21.945	RHETORIC & JOURNALISM	3	0	6	P						
CLASS 1976 FIRST TERM 1973-74 COURSE 17											
14.01	ECONOMIC PRINCIPLES I										
17.21	INTRO TO AMER POL PROC										
17.23	THE SUPREME COURT										
17.24	POLITICS & TELEVISION	3	0	6	I A						
21.051	RATIONALISM & RADICALISM	3	0	6	I						
CLASS 1976 SECOND TERM 1973-74 COURSE 17											
17.22	POLITICAL PARTIES	3	0	6	R						
17.27	TELEVISION WORKSHOP	3	0	6	A						
17.28	CONGRESS AMER POL SYS	3	0	6	A						
17.57	AMER FOR POL CHNG										
17.61	READING SEMINAR										

MIT has spent hundreds of person-hours and thousands of dollars in expenses and salaries in the last year on one seemingly simple question. In the last three months, three faculty meetings and two large-scale student meetings have been largely devoted to discussing it. Reams of paper have been used reporting, explaining, and analyzing that one question:

What sort of grading system should MIT have?

Consideration of that question has led the MIT faculty and student body to discuss some of the most basic tenets of MIT education. It has resulted in bitter debates over the nature of MIT education, the purpose of MIT degrees, and the importance of grading to the entire structure. It has divided faculty, students, and administration, if not into warring camps, into factions which struggle, seemingly endlessly, over such points as Drop Dates, roll cards, and other items which seem to relate only vaguely to the central question.

In this Special Supplement *The Tech* attempts to summarize the debate over grades: the issues, the opinions, the conflicts, the costs, the results.

Based on reporting by *The Tech* staff, it uses the report of the Ad Hoc Committee on Grading, minutes of recent faculty discussion, faculty letters, and other background information in an attempt to present as full a picture as possible on the grading issue. No picture can present the entire issue with complete accuracy; this Supplement, however, will attempt to provide useful background for members of the MIT community who wish to inform themselves on the issue.

What is a grade? In simplest form, grades serve two functions. A grade:

- Indicates to a student his level of knowledge in a given area. Ideally, the grade would give a perfect indication of knowledge; in practice, it must be based on arbitrary criteria of completion of assigned work, test scores, and other imperfect indicators.

- Places the student on a scale to allow comparison of his work with that of other students who have studied the same or similar areas. This aspect of grading, the comparative aspect, is

necessary to allocate scarce honors and positions which are subject to competition, such as admission into graduate schools.

Most educators agree that these two aspects of the grading system are, to some extent, mutually incompatible. The information function, for example, requires grades that are as informational and detailed as possible; the more information that can be provided to the student to indicate what he has learned, the better. The comparative function, on the other hand, requires that grades be easily understood and quickly grasped by a number of people, many of whom will not be familiar with the details of the student's learning process.

A second problem with any grading system is that different people view the use of the system differently. Grading systems are often called upon to do far more than the two basic functions. Teachers often see the grading system as an important means of motivating students to learn, or at least to complete work; the fear of poor grades is felt to be a powerful motivator. People who must evaluate applicants for jobs, academic admission, and other positions often view grades as indicators of personal aspects which relate to academic knowledge in uncertain ways: industriousness, intelligence, personality, and talents, to name a few. Students have a variety of perceptions of grades: for some students grades are a game to be played for the best transcript, while for others grades are a measure of personal worth, a scale of achievement and well-being that has strong influence on the student's self-perception. These varying views of grades and their purpose overlap, creating a confused image of what a grading system is and should do.

Anyone who wishes to design a grading system must also face a third problem - a problem which accentuates and complicates all others. Grading - indeed, all of education - is at best an extremely inaccurate field. There is no objective answer, and very little data of any kind, to consider such questions as "How accurately do grades reflect intelligence?" or "How much influence do grades have on students' motivation?"

Subjective perceptions are the only data available; such perceptions, in turn, are based in the observers' philosophies and beliefs about the questions being asked. The situation resembles the Heisenberg Uncertainty Principle in physics, except that in this case uncertainty knows no limits.

The MIT Case

The designer of a grading system faces serious problems from the start, even if he knows exactly what goals he wants to achieve with the system. In the case of a particular institution like MIT, the problems mount even higher. MIT has a number of unique features which limit the freedom of anyone who wishes to solve the Institute's grading problems. A few of these features are:

- *The nature of the student body.* This is an area where there are no precise answers, but it is assumed that MIT students are better qualified to do academic work, especially work in mathematical, scientific, and technical areas, than their counterparts at most other schools. There are no accurate measures of the distribution of MIT students' abilities, but they are known to be high with regards to any "average" of all college students' abilities. How must a grading system be adjusted to take into account the high abilities of students, especially in communicating with non-MIT people.

- *Public misperceptions about MIT.* Any MIT student can vouch for the fact that what people in his hometown think MIT is like is far different from what MIT really is like. While all institutions have that problem, MIT's problem is greater than most. People who are evaluating MIT students' grades in comparison with those of students from other schools may or may not have accurate information about MIT or MIT students.

- *Emphasis on science and technology.* While MIT's major educational focus is in scientific and technological areas, it also has interests that go beyond those fields, and which should be reflected in the grading system. The question of integrating the grading systems for science, engineering, humanities, architecture, and other fields so as to have a meaningful Institute-wide

grading system, while maintaining unique criteria necessary in each area, is another problem for grade planners.

- *Emphasis on pre-professional education.* Large numbers of MIT students - up to 75 or 80 per cent of some classes - have gone on for post-graduate training in any of a number of fields, non-technological as well as technological. More and more students are going into highly competitive professional schools in business, law, and medicine, creating a problem with outside-world evaluation of MIT students' performance. This is one of the areas where the clash between evaluative and comparative grades is strongest.

- *Historical factors.* MIT traditionally has had very liberal registration procedures, allowing students to register or deregister for courses very late in the semester. Students enjoy such a system; although it might interfere with grading proposals, changes will be difficult to make. Programs which do not fit traditional grading systems like the Experimental Study Group, Concourse, and Freshman Project, have also evolved over several years, creating more difficulties in grading. Freshman Pass/Fail (which is now actually Pass/No Credit) is another MIT program which must be taken into account in grading. Each of these programs has roots and backgrounds that go far beyond the grading system *per se*, but which must be taken into account in grades review.

The simple question, "What kind of grading system should MIT have?" has ramifications far beyond just the A's, B's, C's, D's, F's, and other grades on students' transcripts. Some of those ramifications - and some perspective and opinions about what they mean - appear on the following pages.

Staff for this Special Report on Grading includes: Margaret Brandeau '77, Stephen Blatt '77, and Mike McNamee '76, *Reporting and Research*; John J. Hanzel '76, *Graphics and Design*; and Julia A. Malakie '77, Mark Munkacsy '78, and Gayanne Gray, *Production*.

problems & procedures

Inflation and grades

If any one word could sum up the faculty's concern over grading, the word would have to be "inflation."

Not economic inflation, although that probably bothers most faculty members too. Grade inflation — the tendency of the MIT grading system, observed during the last several years, to move towards granting higher and higher grades for equivalent work — is the central issue here.

According to statistics, as well as subjective observations by faculty and students, the percentage of A's and B's granted has risen sharply in the past several years (see chart, this page) while the number of C's and D's have dropped. Many faculty feel that this "inflation" has decreased the value of grades for students, just as economic inflation devalues the inflated currency.

Grade inflation is a national problem, with most schools across the country experiencing it. At MIT, however, the problem is felt to be especially acute for several reasons:

- Relaxed registration procedures make it easy for students to drop courses in which they are not doing well late in the semester. The late Drop Date, some faculty feel, make it almost impossible for a student to fail, or even receive a C or D, in a course.

- Improved abilities of students over the past years, as measured by "objective" tests like those of the College Entrance Examination Board, have made inflation somewhat natural. Many faculty apparently feel that all MIT students are intelligent and work hard; they do not want to "penalize" students with poor grades.

- The preprofessional and professional nature of MIT education has also aggravated the problem. More and more MIT students are going on for post-graduate work, many of them in highly-competitive medical, law, and business schools. Again, faculty members do not want to hurt students' chances of being accepted in professional schools by giving them poor grades.

"The real problem is, we have no way of knowing just how good our students are," Professor Roy Kaplow, chairman of the Ad Hoc Committee on Grading, said. "The scales on the entrance tests, which are sufficient for the national average of students, aren't sufficient to give us a full picture of how our students' abilities are distributed."

The standardized tests, Kaplow said, show only that MIT students are clustered near the top of the scale, with signs indicating that many of them exceed the standards at the top. "Until they develop some more high-powered tests, we don't know if we have a normal distribution of very strong students, or some unusual distribution at the tail of a

broader normal distribution," he said.

This uncertainty about abilities distribution, Kaplow explained, was the reason the Ad Hoc Committee did not return to the faculty with specific suggestions about dealing with grade inflation. "We didn't feel we could impose some sort of normal distribution on students, when we didn't know what the real distribution is," Kaplow said.

The problem of gauging the abilities of students is serious when trying to compare MIT students with each other, but becomes even worse when MIT students are compared with those from the "outside world." "MIT students would probably all be getting A's at some other school if they weren't here," one student argued at a recent hearing on grading. "Why shouldn't their grades be inflated to show their true worth?"

A graduate student at the meeting, however, challenged what he called this "elitist view." "I did my undergraduate work elsewhere, and I know that there are a lot of people out there who are every bit as sharp as MIT students."

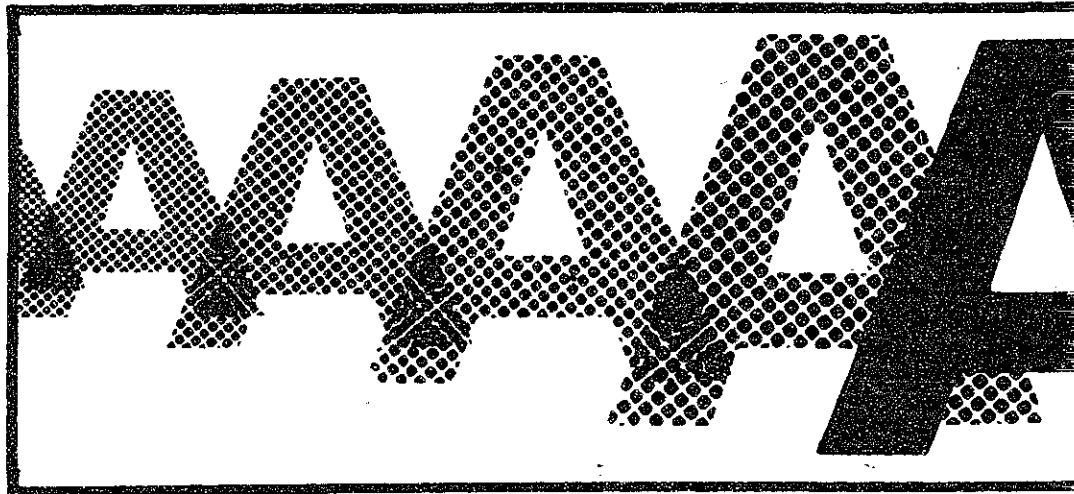
Still, there is sentiment that a C from MIT is better than a C at many other schools, and fear that giving C's to students will hurt them in competition with students from other schools. "Many

decisions which affect graduate admissions are made on a low level, a level where perhaps knowledge of MIT's strengths and weaknesses is not good," Kaplow said.

The major problem with grade inflation, as many faculty see it, is that it makes it more difficult to differentiate between students' work. If all students are getting A's, they say, there is no way of telling good work from bad on the transcript. Also, faculty say, if a student is assured of an A or B, the motivational influence of grades is less than if he might expect a C or D for poor work.

Two approaches have been suggested to deal with these problems: the system of faculty comments attached to grades, suggested by the Committee; and the plus/minus grading system, suggested at the February faculty meeting and adopted there. But neither system, some faculty members say, will work.

"I would prefer to have the faculty, out of their own collective determination, take steps to use the straight grades of A, B, C, and D more judiciously and honestly," one faculty member said. "I think that would be better than trying to legislate a system to force deflation."



What's being done

The actual work of the latest reviewing of the MIT grading system began more than a year ago, when formation of the Ad Hoc Committee on Grading was approved by the faculty. And despite hundreds of hours of work and long, involved discussions at several levels over the past months, the final results of the grade review will not be settled in the near future — perhaps not for several months.

The debate to date has centered around proposals of the Ad Hoc Committee, which worked for more than a year to bring fourteen recommendations to the faculty in a report published Nov. 13, 1974. Those recommendations, after consideration by the Committee on Educational Policy, were debated at a special faculty meeting called in late November for consideration of the grades issue, and at the regular December meeting.

The Committee recommended, in summary: that the faculty retain essentially the same grading system as is used now; that passing grades and the J grade be retained in their present forms; that a mechanism for comments to be attached to grades be established; and that dropped subjects, incompletes subjects, and subjects in which a final was missed be removed from external records.

Also: that students be allowed

to register for and take subjects for which they have already received credit, and to replace the first grade received with the second; that a new temporary grade "T" be established for subjects which cross term boundaries; that the senior Pass/Fail option be extended so that a student may take two courses Pass/Fail during his junior or senior years; that cumulative grade point averages not be included on external records; and that several procedural changes be made in registration, including prohibiting addition of subjects after the fifth week of classes.

After the December meeting, the Ad Hoc Committee prepared eight motions to be brought to the faculty, embodying the recommendations of the report. Those eight motions (see Supplement page 4) are what the faculty is now considering.

The first four motions made by the committee — registration changes, continuation of present forms of grading, addition of comments to grades, and abolition of the "F" grade — were debated for two hours at the February meeting. The first two motions were passed; the third resulted in a tie vote; and the fourth was defeated. The second motion was also made subject to a floor amendment by Associate Professor of Electrical Engineering Steven Senturia, who added the controversial "plus/minus"

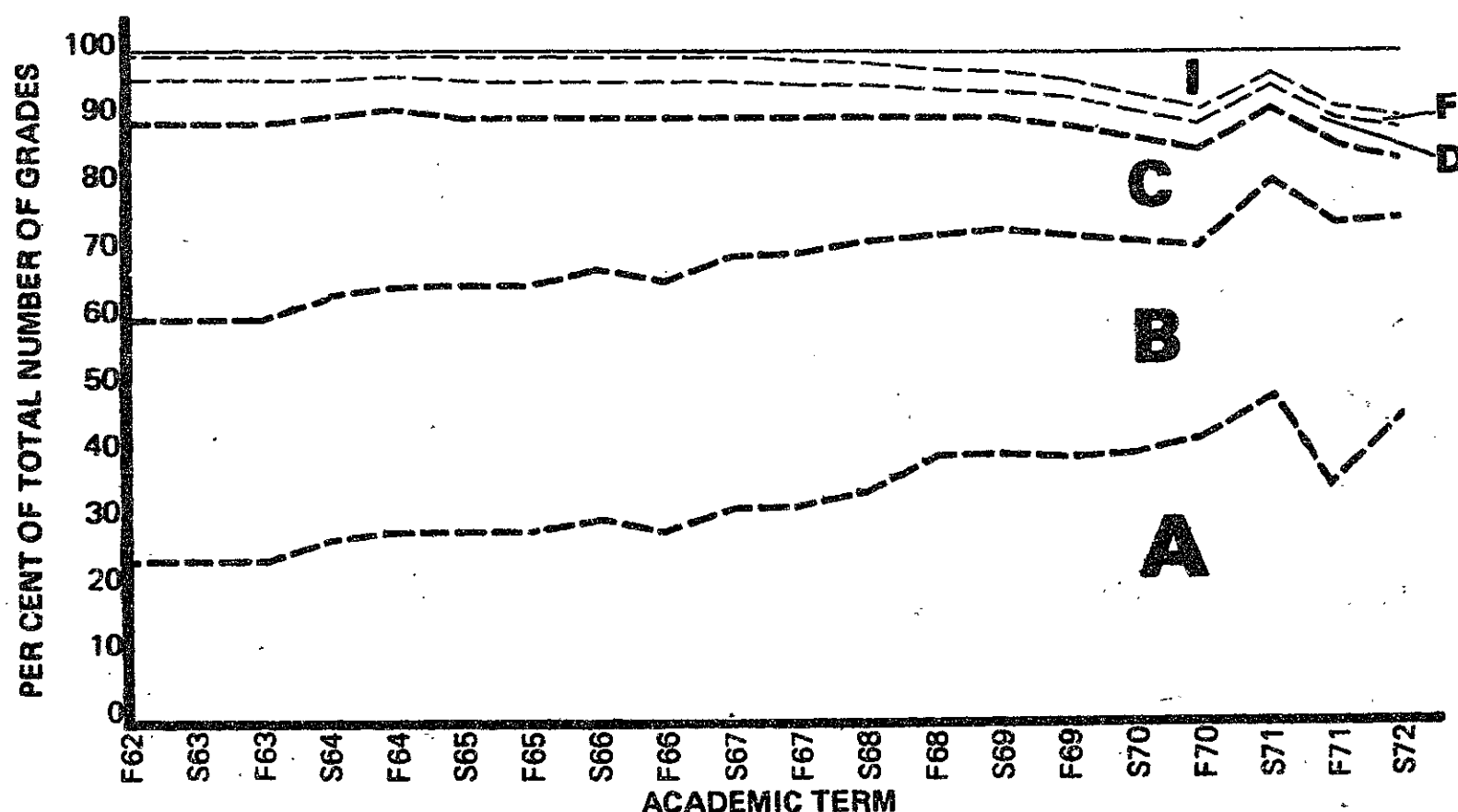
grading scheme to the A-B-C-D system proposed by the Committee.

The faculty expects to complete consideration of the other four Committee motions at the March meeting next Wednesday. That will not, however, complete the process. After the faculty has voted on each motion, the CEP must take the motions, as amended on the floor, and draft what Chairman of the Faculty Elias Gyftopolous calls "legal language" for amending the Rules and Regulations of the Faculty, which is the basic handbook for academic rules at the Institute. This legal language will probably follow the Committee motions and floor amendments very closely in intent, but the actual wording depends upon the existing structure of Rules and Regulations.

If discussion of the motions is completed next Wednesday, the faculty should be ready for final consideration of grading at the April meeting, Gyftopolous said. The legal motions will be brought to the floor for votes; those motions requiring changing an existing regulation will require a three-fifths vote of the faculty present, while motions which add regulations to Rules and Regulations will require only a majority vote. The legal motions might be further amended before they are decided upon.

Distribution of undergraduate grades

grades of P, J excluded



Term	A's	B's	C's	D's	F's	I's
F62	24	36	29	7	3	1
S63	24	36	29	7	3	1
F63	24	36	29	7	3	1
S64	27	36	27	6	3	1
F64	28	37	26	6	2	1
S65	28	37	25	6	3	1
F65	28	37	25	6	3	1
S66	30	37	23	6	3	1
F66	28	38	24	6	3	1
S67	32	37	21	6	3	1
F67	32	38	20	5	3	2
S68	34	38	18	5	3	2
F68	39	34	17	4	3	3
S69	40	34	16	4	3	3
F69	39	34	16	4	3	4
S70	40	32	15	4	3	6
F70	42	29	14	4	3	8
S71	48	32	12	3	2	3
F71	42	32	12	4	2	8
S72	45	30	10	3	2	10

analysis

Plusses and minuses

The most controversial of the recommendations to come out of the Ad Hoc Grading Committee's review of grading to date isn't even a recommendation of the Ad Hoc Committee, but was tacked onto the committee's recommendations at the last faculty meeting as a floor amendment. That item is the proposal that MIT have plus and minus grades — A-, B+, B-, C+, and C- — in addition to the current grading system.

The proposal was made by Associate Professor Stephen Senturia of Electrical Engineering, who suggested it as a way to combat grade inflation and the "blurring"

of grading distinctions among students. The idea was rejected by the Ad Hoc Committee, and has been attacked by Committee Chairman Professor Roy Kaplow, for doing precisely that, and for the effects, which they feel, will do more harm than good.

"The plusses and minuses after grades give an impression of exactness and precision which the grading system just doesn't have," Kaplow said, explaining why the committee had rejected such a system. "It gives the impression that we have a sharply delineated system with very good resolution, when we actually

have a number of very imprecise systems."

The Committee also rejected the plus/minus proposal, Kaplow said, because the felt grade pressure would increase if it were adopted. If there are more grades, Kaplow said, there is necessarily more pressure to strive for higher grades, and educational pressure is increased — a goal which the Committee deemed undesirable.

Several faculty members have also argued that intermediate grades would increase grade inflation. "Now we're giving A's and B's, so we put in plusses and minuses for better definition," one faculty member said at the February meeting. "Soon everybody is getting A's and A's, and then we have to put in A1, A2, A3, and so forth for better definition. Where does it end?"

Senturia and supporters of the proposal, on the other hand, argue that the gains from better definition of achievement will offset the costs of the system. "Right now, there is a very large 'hump' between A and B," Senturia explained in an MITV interview. "The rewards for getting over that hump are great, while the penalties for not making it are also great. I think we ought to limit the effect of that hump."

Students have generally opposed the

plus/minus system, which has been the grading proposal most vigorously attacked. "If this proposal is accepted, the pressure and competition around here will be even more intense than it is now," one student said at the first of two student-sponsored grades hearings last week.

The proposal offered by the Committee in place of intermediate grades would have established a mechanism for faculty comments to be attached to grades and be reviewed by the student's advisor with the student. The faculty voting at the February meeting, however, split evenly on this question after approving the plus/minus system.

"The comments system includes as a subset the idea of plus and minus grades," Kaplow explained. "We would hope that it would be used much more extensively than that, but at the very least it would create a convenient way for faculty to say to a student, 'You got an A, but it was very close to a B,' or vice versa. It would also allow him to explain why."

Comments have been attacked for two reasons: cost of the system and unlikelyhood that it would be used well. The committee conducted a study of the costs of a comment system which showed that physical costs — printing, distributing, and filing comment forms — would be about \$400 per semester, Kaplow said. Cost in terms of faculty and student time are harder to calculate, he said, adding that faculty "would put whatever time they wanted to put into them, into them."

The argument that forms would not be used is based on experience with freshman evaluation forms. Although faculty are required to fill out evaluation forms on freshmen in their classes, return rate on such forms has been only about 40 per cent in recent years.

The outside world

"If MIT could design a grading system just to suit itself, and just to use internally, then a lot of our problems would be eliminated. But we have to consider the rest of the world."

That comment sums up the problem of external records — records which must be read and interpreted by people outside of MIT for a variety of purposes over which MIT has little control. That problem, which seems to interfere and conflict with the purpose of grades as information for the student, has received particular attention in MIT's current grading review.

The Ad Hoc Committee on Grading had included in its recommendations to the faculty a suggestion that all non-passing grades — F, O, IX, I, and J — be deleted from the transcripts which MIT sends to external agencies. That proposal, however, was struck down by the faculty at the February meeting.

The group that has gotten the most attention in the debate on external records is the group of MIT students planning to continue their education at medical schools — the "pre-meds." Competition for admission to medical school is fierce, and MIT students have done well in that competition.

"We can't just arbitrarily say we are going to give this percentage of C's if one C is going to keep some student from

being admitted to medical school," Ad Hoc Committee Chairman Roy Kaplow told *The Tech*. "We have to consider the effects on these students."

Other students, however, have stated that they resent having the grading system "tailored" to fit the needs of pre-professional students. "Why, when there are only about a thousand pre-meds and pre-law students here, should the faculty spend all its time worrying about them?" one student asked at a hearing.

Bernard Gould, Professor of Biology and Pre-Medical Student Advisor, replied that MIT should not ignore any of its students' needs, and that the pre-professional group was large enough that its needs deserved special attention. "The Institute has an obligation to all its students, to insure that the grading proposals being discussed do not jeopardize the chances of many of our students who are working hard for their goals in these areas," Gould said.

The actual effect of grading changes on admission hopes are hard to document. According to Susan Heigh-Haupt, Assistant Dean for Pre-Professional Advising and Education, small changes in a grading system don't tend to make much difference. Professional schools, she explained, have developed "conversion charts" for all the various grading systems that have been

developed in the last few years. "No students are penalized for the grading system they are on," Haupt said. With MIT's track record for placing students in pre-professional schools — 87 per cent of all pre-meds and 80 per cent of all law school applicants from MIT were accepted — "one or two more things probably won't have much effect."

Adding and dropping

One of the apparent "rites of spring" at MIT is the recurring rumor that the faculty is going to change the Drop Date — the last date during a semester before which a student can drop courses without having to petition. Every year, the rumors are proven wrong, but they persist nonetheless: one year the Committee on Academic Performance is looking at it, then next the Committee on Curricula, the next a cabal of top administrators...

This year, due to the debate over the grading review of the Ad Hoc Committee on Grading, the rumors have not been heard. And, one of the recommendations of that Committee might finally lay those rumors to rest after this year.

The Committee, in both its original report and its later motions for the faculty, has expressed support for leaving the Drop Date late in the semester, rather

than moving it up near the beginning of the term as many faculty have suggested. While moving the Drop Date one week — to give the Registrar's Office more time to prepare accurate grade sheets at the end of the semester — the Committee recommends that the drop system be left virtually unchanged.

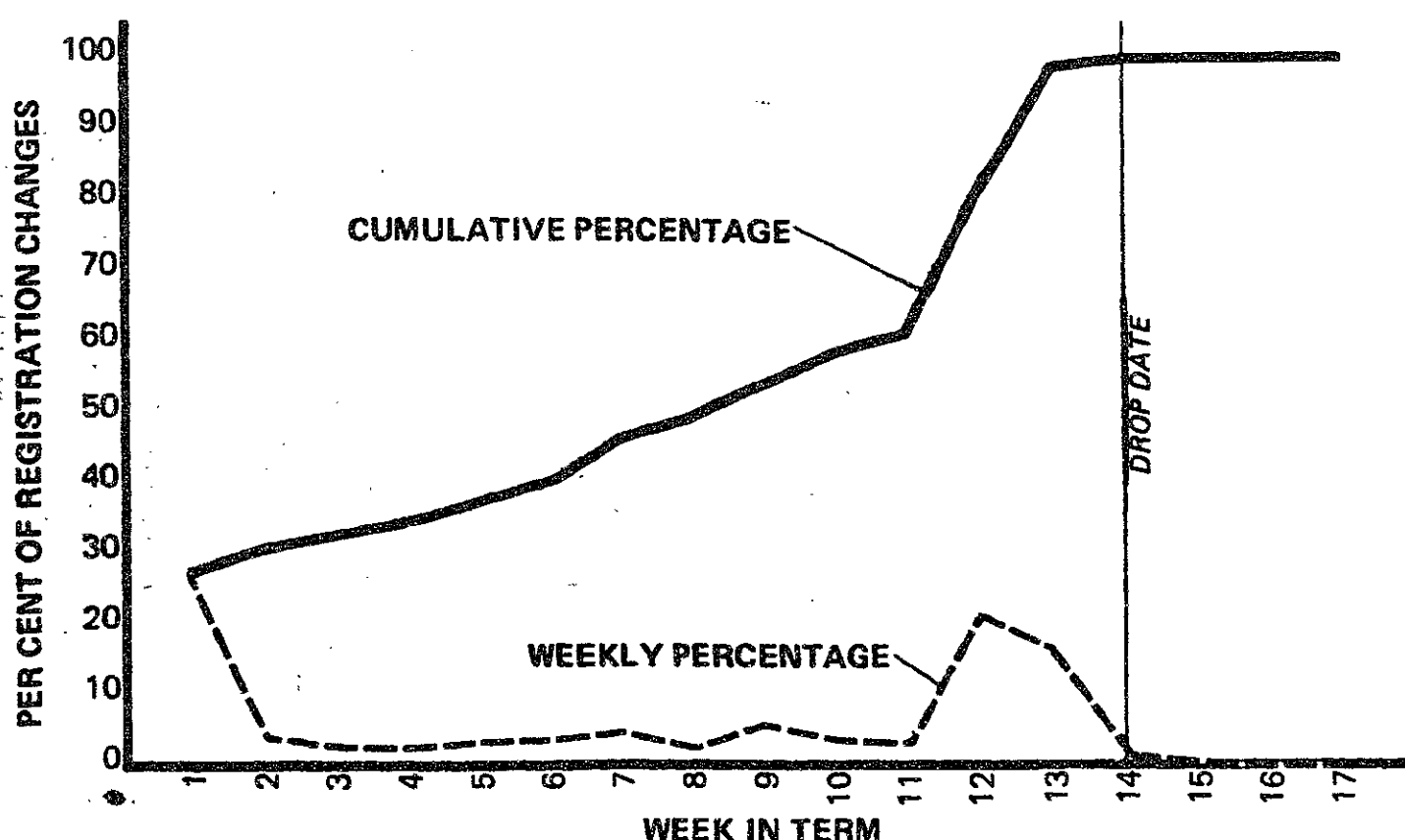
The system for adding courses, however, has been changed. An "Add Date," has been added to the registration system, five weeks into the semester, as the last date a student can add a course to his registration without petitioning a faculty committee. (There has always been such a provision, but the last date for adding was the same as the last date for dropping, the Drop Date.)

Many faculty members feel that MIT's relaxed registration procedures cause

(Continued on next page)

Drops and adds- undergraduates (by week)

second term 1974



WEEK	DROPS	ADDS	TOTAL	PER CENT	CUM. %
1	2110	730	2840	27	27
2	121	276	397	4	31
3	61	164	215	2	33
4	70	164	234	2	35
5	141	133	274	3	38
6	181	147	328	3	41
7	280	258	538	5	46
8	118	126	244	2	48
9	353	255	608	6	54
10	248	206	454	4	58
11	226	144	370	3	61
12	1988	218	2206	21	82
13	1158	711	1869	17	99
14	25	66	91	1	100
15	1	25	26	—	100
16	1	4	5	—	100
17	4	0	4	—	100
TOTAL	7086	3627	10,713		

summary

Philosophy debate

The current controversy over grades has uncovered more than just faculty concern over marks of A, B, C, D, or F. Underlying the debate are certain basic questions concerning just how liberal an MIT education should be:

How much educational freedom should MIT students have? What is the quality of a current MIT education, as compared to past MIT educations and an "ideal" education? What purposes — and how many purposes — should grades serve? How can students learn as much as possible — and how painful a process should this be?

The faculty is sharply divided over these issues. There are those who believe that students need grades so they will be encouraged to work hard and thus learn more, and so that the outside world can gauge the amount of knowledge they gain. Others argue that such an emphasis on grades encourages students to work for grades, not knowledge; they believe that MIT students, given the opportunity, will learn because they want the knowledge, not because they are pressured to learn.

The latter view has apparently been winning out in the past few years. Average grades of MIT students have risen sharply in recent years, to the point where it is now estimated to be 4.3 on a scale of 5.0. At least part of this rise, many people believe, is due to decreasing emphasis on grades as the major means of motivating students.

As Provost Walter A. Rosenblith pointed out at a recent faculty meeting, the last few years "has seen a revolution in the way we perceive grades and education." This revolution, Rosenblith said, is irreversible: "We can't just go back to the good old days."

This, however, is apparently what many faculty calling for stricter grading

measures are in favor of. These faculty are concerned that a grade of A, once given only for the best work, has become devalued, and no longer means what it once did. Greater differentiation should be made between students with varying levels of achievement, they say.

Opponents of a stricter grading system feel, however, that high grades only show that some students are better at pleasing teachers and fitting into a system than others. Making the system tighter, they feel, will only increase competition between students — something many feel is not desirable. MIT students already "are more competitive than those at any place I've ever experienced," according to one instructor, who added that she was "not just talking about pre-meds."

What causes competition between students? Humanities instructor Barbara Sirota told *The Tech* she believes large courses, graded on a normal curve, do much to foster competition. "It really matters how other students do," she said.

Other faculty members, however, believe that MIT students create their own competition. "The competition is not really between MIT students, but against the national average," Bernard Gould, Professor of Biology, said. Students decide for themselves how hard they want to work, Gould believes.

Such differences of opinion are cropping up in a number of areas where MIT educational programs established in this decade are coming under attack. Freshman Pass/Fail, which moved from "educational experiment" to educational program status only two years ago, has come under sharp attack from some faculty, one of whom plans to introduce a motion to cut the year-long program back to one semester for first-year students. Professor James Melcher of the Department of Electrical Engineering,

who said he would introduce the motion, said that he felt many MIT courses were being "watered down" to meet the standards of students on Pass/Fail who just wanted to "slide through" courses.

"If freshmen really knew what was in the balance, I don't think they'd be opposed to dropping the second term," Melcher said. Many freshmen take subjects in their majors and advanced subjects during the second semester and do not learn the material adequately, he said. Poor study habits are also developed during the freshman year, Melcher said, making the transition to the sophomore year more difficult.

Courses are so watered down, Melcher said, that many freshman courses are now "Pass/Pass" rather than Pass/Fail. Ad Hoc Committee Chairman Professor Roy Kaplow, however, challenged this view: "Anyone who says those courses are Pass/Pass clearly is not teaching them. If he is teaching freshmen and thinks that they are Pass/Pass, then it's his fault, because he's not failing students he should be failing."

The motivation for moves like Melcher's amendment seems to be a feeling that liberal educational reforms have made an MIT degree and education worthless. "The students are getting screwed but good at the institute right now in terms of their money," one professor said, charging an "unholy alliance" between programs like Independent Activities Period, students, and faculty "who want more time for research." Only a return to stricter educational systems, these faculty seem to say, will return MIT education to its previous value.

"An F should say something to the student," Melcher said at a recent faculty meeting. "Too many students are being allowed to escape the consequences of their poor work. An F should say to

those students, "You wasted a term of your life."

Other faculty, however, disagree. As Kaplow pointed out, "you don't fail MIT by failing a few courses." Failure at MIT, he said, comes from not making progress towards a degree, which is usually not related to failing courses. "Most students who are asked to leave MIT haven't been failing courses, they've just not been completing them."

The view expressed by faculty who want stricter grading is termed a "negative view" by many other faculty. These faculty feel that a more "positive" view is necessary, as expressed by Head of the Department of Humanities Bruce Mazlish: "There's nothing sacred about grades — they're just one way of indicating an instructor's view of what a student is doing."

Perhaps because of such attitudes, grades in the humanities seem to be consistently higher than in other MIT disciplines. Professor of Humanities Travis Merritt believes that this is often because humanities instructors are different temperamentally from science instructors. "They try to avoid acting in a judgemental or possibly punitive way." Because humanistic disciplines cannot be graded in a strictly quantitative way, they are also much harder to grade, he said. Many humanities instructors would like to abandon grades altogether. "I want to emphasize what we're doing and talking about, rather than what grades students will get," one instructor said.

The clash between these two viewpoints of education is manifested throughout the grading scheme. Which one will win out is hard to predict; uncertainty as to what effects a given change will have makes it difficult to predict whether the grading system will get stricter or looser. The debate is far from over.

Faculty action to date

1) That the Faculty adopt the new registration procedure, summarized in recommendation 13 and detailed as follows:

- a) Pre-registration (as now).
- b) Students meet on Registration Day with their advisors (as now). Variations from pre-registration are submitted to the Registrar.
- c) Students hand in name cards (and pictures) in subjects, to identify themselves for class rolls.
- d) By the end of the third week of the term, the Registrar sends out a "status of registration" summary to each student and advisor. Any changes in that registration must be made prior to the end of the fifth week.
- e) Before the end of the fifth week, the student meets with his/her advisor to confirm or modify registration. Correction forms must be returned to the Registrar by the end of the fifth week. Registration is finalized as of that date. Official class rolls are then sent to subject instructors.
- f) After the end of the fifth week, no subjects may be added to registration (except subjects for which the

instructor-in-charge states that it is appropriate for the student to begin at the effective date, and then only with the advisor's approval).

- g) Subjects may be dropped until a date (drop date) three weeks prior to the end of the term (with advisor's approval); such subjects will be designated on the grade report of the term and on term summaries by DR followed by the date of drop. Dropped subjects will not be entered on the transcript.
- 2) That the faculty continue the present form of grading in subjects in which students register and complete the required work satisfactorily; specifically, except for subjects graded on a pass/no credit basis, the grades which may be awarded to students doing satisfactory work up to the time of award are:
 - A: Passed with honor
 - B: Passed with credit
 - C: Passed
 - D: Barely passed
 - I: Incomplete, no subject credit awarded until necessary work is finished: to be used when only a minor amount of work remains. It is to be expected that normally the

necessary work will be completed within the first five weeks of the subsequent term, and the instructor's approval will be required for completion later than that in the subsequent term. (Completion after the subsequent term will require specific petition to the CAP.)

- J: Interim grade, used for subjects (primarily thesis) which continue for more than one term; it is replaced by the final grade assigned on completion of the subject.
- T: Temporary grade, used for subjects which do not necessarily begin and end within academic calendar term dates; it is replaced by the final grade assigned on completion of the subject. Its use requires prior petition by faculty to the Committee on Curricula.
- 3) That the Faculty adopt a mechanism for attaching comments to grades; such comments would be available to students and their advisors and will be considered part of the student's internal record. Comments will be available externally only for use in letters of reference by the advisor (or other appropriate faculty member).
- 4) That the Faculty (a) adopt the grade "No Credit" to be assigned in subjects in which students register but do not complete the work satisfactorily; and (b) continue the use of the grade of O when a student misses a final examination or is absent at the end of the term. The grade of O may be converted to a grade of OX (absence excused) if the absence is satisfactorily explained to and excused by the Dean for Student Affairs for undergraduates or the Dean of the Graduate School for graduate students. A grade of OX must ultimately be replaced by a final grade assigned by the instructor, with or without makeup examination procedures. With the exception of the J grade applied to thesis, subjects in which credit is not (or not yet) received will not appear on the transcript. This includes the grades of NC, I, O, OX and T.
- 5) That the Faculty adopt the policy that if a student registers for and receives a

passing grade in a subject, he may register for that subject a second time, in which case, if he receives a passing grade again, record of only the second registration will be recorded on the transcript.

- 6) That the Faculty continue all current forms of Pass/No Credit grading options except that instead of the "senior year 2-term option" a student be allowed to take two subjects which are neither departmental nor Institute requirements on a Pass/No Credit basis at any time during his 3rd or 4th year.
- 7) That the Faculty adopt the policy that term and cumulative numerical averages should not be included in the student's grade report, and should not be used to report the student's academic rank.
- 8) That an Ad Hoc Committee be appointed by the President for three years to help to implement these (or other) grading recommendations voted by the Faculty, to monitor the effect of those changes, and to provide a continuing overview of the relationships between the grading system and other aspects of the educational process.

(The first of these four motions was discussed by the faculty at the February meeting. Number one was passed without amendment. Number two was amended by adding the grades of A-, B+, B-, C+, and C- to the grades outlined in the motion (see story, page 3). Number three was voted upon twice: the first vote showed a narrow majority in favor of the comment system, but a second vote, on a motion to reconsider, showed the faculty voting to be evenly divided on the question. The fourth motion was defeated, which will have the effect of leaving the grade of "F" in the system, and continuing the policy of putting all grades on transcripts.)

(Motions five through eight will be discussed next Wednesday by the faculty. According to reports from last Wednesday's student hearing on grades, an additional motion will be introduced to cut freshman Pass/Fail from its current two semesters to one semester. — Editor.)

Adding, dropping cont.

(Continued from previous page)

bad educational and study habits among students. Late drop, they say, allows students to overload on courses they don't intend to take at the beginning of the semester, then drop the courses which they do not feel they did well in just before the Drop Date. Most students, they say, have confirmed their registration much earlier in the semester than the Drop Date; late drop, however, permits them to avoid dropping courses until late in the semester, wasting faculty resources and time with students who don't intend to stay in courses.

Statistics support this view to some extent (see chart, this page). Many students do fail to officially change their registrations until the very last minute, as

indicated by the sharp rise in both drops and adds in the weeks just prior to the Drop Date.

But many faculty argue that this is necessary to allow students the freedom to try out a number of courses, which they normally might not take; late drop, they say, allows a student to find out how he is doing in a course before he must make a decision whether or not to finish it. This flexibility, they say, is important to an MIT education.

The Ad Hoc Committee came down in favor of the latter view, supporting late drop while establishing a better mechanism for encouraging students to settle their registration early in the term. The committee's recommendations have been supported by the faculty so far.

Letters to The Tech

Compulsory Commons controversy

Student views

(Copies of these letters, detailing some parts of the compulsory Commons debate, were requested and received by The Tech. They are reprinted with permission of the writers.)
To the Dean of Student Affairs Office:

It is with some mild trepidation that I write this; I would much prefer to drop in in person and air my views. However the press of classwork and a job prevents me from doing so. This is in regards to the rumors I have heard from several sources regarding the possibility that Commons in Baker House will in the near future become compulsory. This I have heard from people whose reliability I do not question. The fact that the matter is still being debated on urges me to let you know my view.

I am against compulsory Commons for several reasons. One of them is my dislike for Commons itself. Notice the fact that so few people sign up for it in the first place, which leads one to suspect I am not a lone voice in the wilderness. There are three basic reasons.

— Quality. This is not so bad as some would believe. As a rule, the food is edible, but with far too much emphasis on starches for my taste. (exception: for "scrambled eggs," the kind poured out of a carton, to be served every morning is a bit much). Otherwise I suppose I could eat it, as indeed I did for the first term of my freshman year, and a few times since.

— Price: This is a killer. There is now no way which I will spend \$42 a week for food — or even \$25 (a la carte and full programs, respectively). My usual expenditure is around \$15, which includes steak, and all the makings for balanced meals.

— Time: Also another lethal aspect. There are times when I cannot get away from the laboratory until about eleven, or from social activities, even to the hour of 3am. I have never observed the dining hall open at those hours.

To cement my case a bit further, let us take a look at some of the advantages which people have claimed from Compulsory Commons. Please keep in mind that I do not claim to speak for all or any Baker residents, save myself.

First of all, it has been claimed that requiring residents to sign on with Commons would drop the price. The stated reason is due to economies of scale. Observe, however, that the same effect may be accrued by forcing DSR staff, Service employees, and faculty to eat here, or better still, all of Cambridge! Ludicrous? Of course. And so is the idea of making Commons more economical by forcing more people into it, people who don't want it as evidenced by their current refusal to buy it. Such gains are small, and in the worst case could be eaten up by a little mismanagement.

A similar claim is quality — since there are more people, it would be easier to get better food for the same price. Unfortunately, the assumption of lower price hinges upon the same quality food — the difference in scale would soon be eaten up by the cost of better food.

A slightly less serious claim is that it would increase social interaction within the house. This argument seems to be the concern of the various political

types about the house; few others take it very seriously. This is malarky. If someone wants to eat in private, for heaven's sake let him. There are an incredible number of other opportunities open to him, thanks to the nature of the institution and of the House. The gain by Commons is trivial by comparison.

And lastly is the matter of damage to the physical plant

becomes an even greater advantage.

— Social interaction — cooking tends to be fun, a pleasant change from the day's activity. Either advice or group meals increases this effect. It provides a cheap way to entertain guests of all kinds.

I hope this presentation of views was reasonably coherent, and will have some effect. If there is anything I can offer as

advantages. Remember that bias as you read on. I hope this letter does not sound like we completely reject your thoughts because I do believe they are important. Even the best Commons plan will not work unless it is acceptable to students.

Your first comment is on the quality of the food — edible but starchy. I guess you are right on that, although there are salads every night so you can avoid some of the starch.

On price, you are, of course, correct that there is no way Commons can be as cheap as preparing your own food. When you buy Commons, you are paying for the cost of not only the food but also the labor to prepare and serve it, and clean up afterwards. When you put your own time into these things, you don't charge yourself for your labor. To be fair to the Dining Service I probably ought to add that Commons pays for energy to cook the food, to heat the dining hall, etc., a cost that you do not add into the cost of cooking your own meals.

Your third point about eating when you want is a good one. Lack of freedom in scheduling is a major inconvenience and negative aspect of being on a meal plan.

Having more people eating in Baker's dining hall would bring the cost down. One of the major problems that the dining service faces is inefficient use of the facilities. There are economies of scale that are measurable. Your argument about forcing non-Baker residents to eat in Baker is one that I do not think has any merit. The analogy is not appropriate. The motivation for suggesting compulsory Commons is not, at this time, economics.

I must admit that I have never heard the argument that feeding more people would improve the quality of the food. The Dining Service buys its food for its whole system, and so I doubt that adding a few hundred people at Baker would make any difference in food cost per person. (The economics of scale in the paragraph above are for labor and fixed costs.)

The claim that compulsory Commons has an effect on the social interaction in the house is not a less serious one. I have a major disagreement with you here. There are a number of opportunities for social interaction at Baker, and compulsory Commons would not have a revolutionary impact on the House. However, having lived in a dorm at MIT when there were compul-

sory Commons, I know that the interaction among people in the dining room has nontrivial impact. You do meet and have a chance to talk with people from elsewhere in the house. It is relaxing and enjoyable to sit around and talk with friends after dinner. You must admit that the corridors do not make particularly comfortable dining rooms. However, once again, the primary reason for suggesting compulsory Commons in Baker at this time is not because of the social benefits.

The last issue is the most important. The physical condition of Baker has deteriorated noticeably over the last few years, and the deterioration is continuing. I am sure no one deliberately pours large amounts of grease or food down their drain. If you think about it, though, you will realize that it is inevitable that small quantities of grease end up in the sink every time you wash up a pan from cooking bacon or hamburger, etc. This grease builds up and has caused and will continue to cause problems with Baker's plumbing — more serious problems than caused by hair. The grease and odors from cooking are being absorbed into the bricks in many areas. Once this happens, the bricks will smell. The only way to stop this problem is to eliminate cooking everywhere, not just right by any brick work. Also, I have seen parts of the wood in the halls which have been burned by some of the cooking appliances. The damage is not easily or cheaply repairable. The situation is serious and will get worse. As for the electrical situation, any rewiring must be done by licensed electricians.

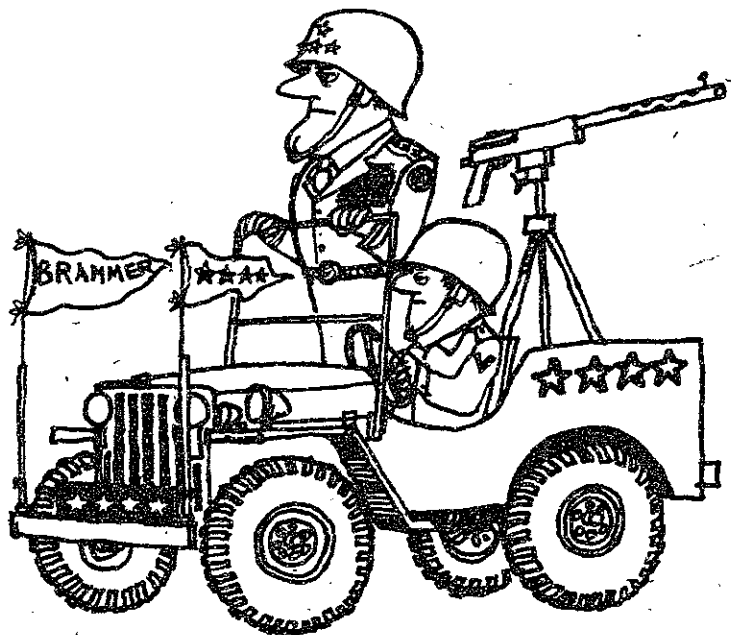
I can at least end on a good note by saying that all of the advantages to cooking that you list are reasonable. You can have variety and nutrition (although a number of students know nothing about nutrition and do not eat sensible meals). It is less expensive than Commons and does provide much more freedom than Commons. And cooking is fun.

I hope this does not seem too negative. We do appreciate your taking the time to write. There have been no decisions made on the issue yet, and your input will certainly be considered along with any other we receive from Baker.

Please call if you would like to talk. Thanks again.

Nancy J. Wheatley
Assistant to the Dean
for Student Affairs

Compulsory Commons?



itself. Not having been here the five years during which people say the place has deteriorated, I cannot say with absolute certainty that the rate of decay (which I find infinitesimal, surprisingly) has not indeed increased. When pressed further, the symptoms are 1) plumbing and electrical deterioration; 2) odors; 3) general messiness. No bricks are falling down, and except for an unrelated incident in 407, none even look damaged. Nos. 2 and 3 may immediately be dismissed; a simple request to the offenders will always change the situation, and in any case the damage is in no way permanent. As far as the plumbing, I know of no person who dumps grease and food down their sink. I submit that such damage would occur anyway, due to such items as soap suds, hair, and other strange things which get put down sinks. The electrical situation is a bit worse. Refrigerators, hot plates, and broiler ovens take power. So do stereos, extra lamps (try reading by the overhead lights in a front double sometime — your optician will love the business), and other appliances. Saving electricity is a noble goal, as is saving the wiring. The usual solution has been for people to stagger their cooking (good old social interaction at work), and in bad areas, rewire themselves. But this is by no means a problem except in a very few areas of the house.

Now that we have looked at some of the disadvantages of Compulsory Commons, let us look at the advantages of cooking:

— Good nutrition/good variety — roast beef every Friday is few people's idea of variety (don't change it — it is one of the better Commons meals around. The same cannot be said for Swedish meatballs). While cooking for yourself, you have much more choice as far as what you eat. MIT students tend to know a little about nutrition by this time; in general the meals I eat and those I see others prepare are both balanced and sensible.

— Economy — as stated before, I find my food more enjoyable and cheaper with the laissez-faire approach. As the financial situation that myself and my family is in gets worse, this

far as suggestions of a further kind, please do not hesitate to contact me (time permitting) — I am an easy person to find. Thank you for listening.

Ken Forbus '77

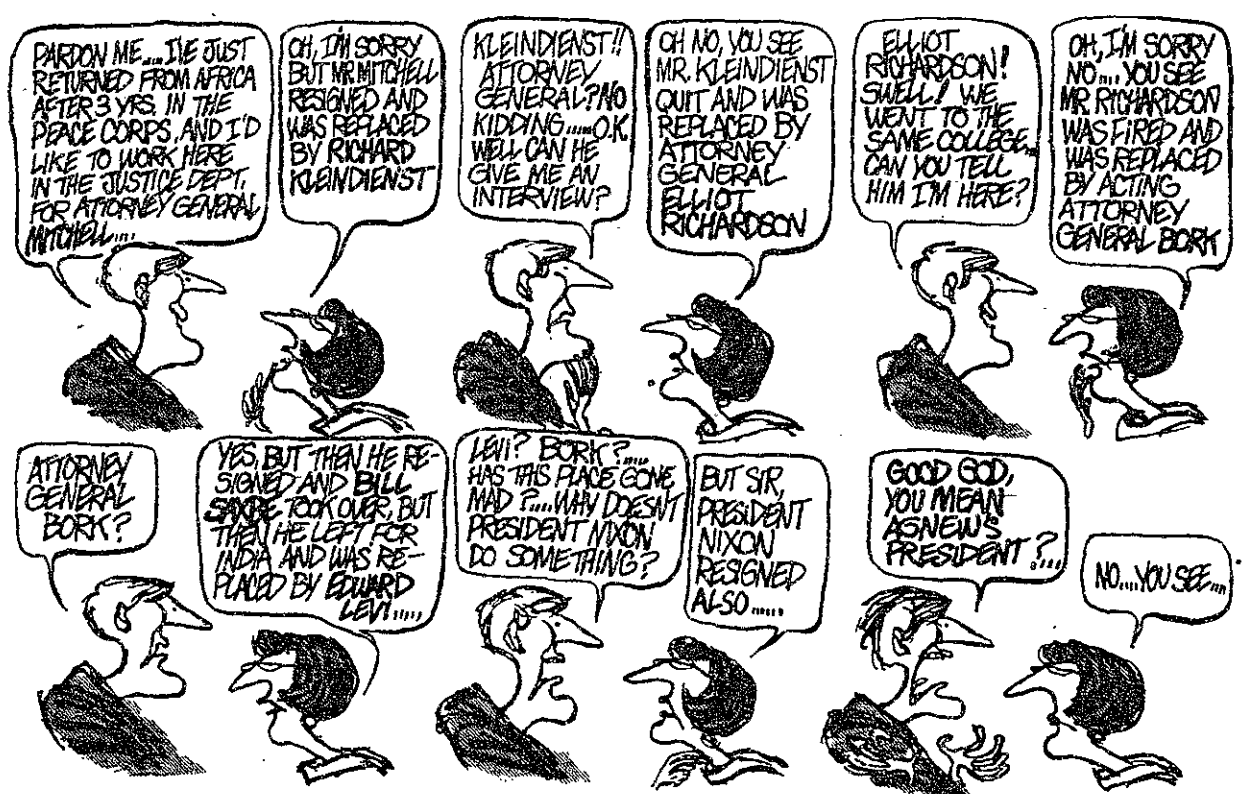
Wheatley replies:

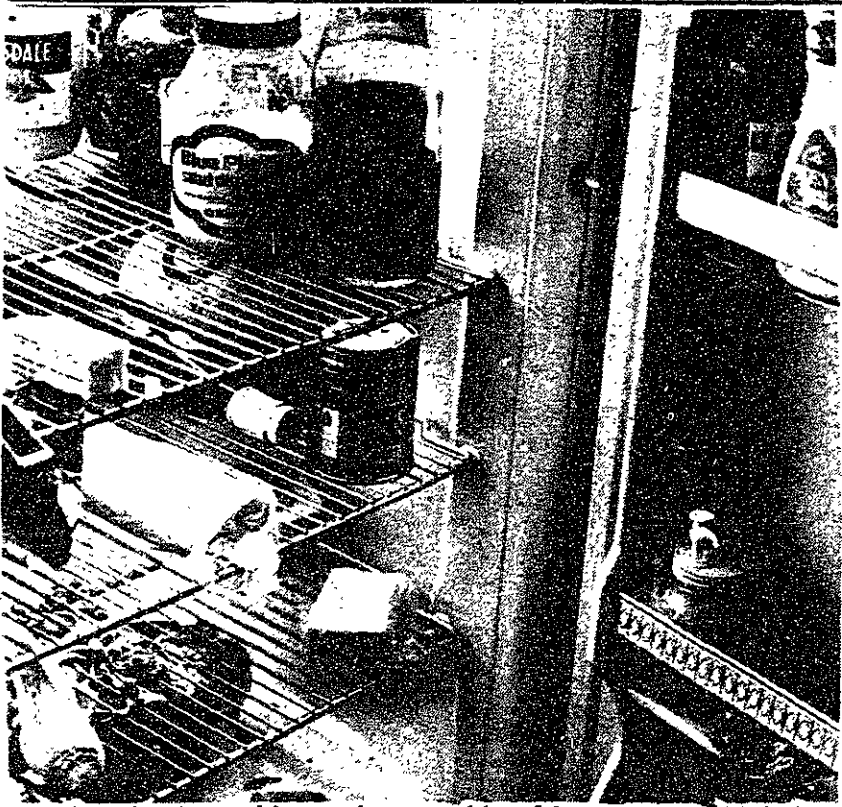
Dear Ken:

On behalf of the Dean's Office, thanks very much for taking the time to put your views on compulsory Commons in writing. Your letter is very thoughtful. I'm sure you put an awful lot of time into it, and it deserves a thoughtful answer from us.

You raise some good points, many of which we have considered. Some I agree with others I don't. I've eaten the food on occasion over the last few years. Also, I was student here a few years ago, and I don't think the food has changed too much since then. So I do have some real, first-hand experience with which to respond to you. I should also say that while I do not think compulsory Commons will win the "good idea of the year" award, it does have some

Mike Peters





The three Bexley residents who own this refrigerator may think they are feeding themselves well. But if they are like most off-Commons dormitory residents, a recent study indicates their diets will be deficient in five important nutrients.

Students off Commons may be undernourished

(Continued from page 1)
phorus, iron, and number of Calories."

Essandoh later made appointments with thirty dormitory students who do not eat Commons to assess the nutritional value of the food they eat. He said that these students "were the first thirty to be obtained and were considered to represent a reasonably random sample, although this might not be the case."

The diet of students off Commons was found to include inadequate amounts of five of the twelve nutrients considered in the survey, including calories, calcium and Vitamin A. One reason for this, Essandoh explained, was that these students often missed breakfast or lunch, although they never missed dinner. He acknowledged, however, that most students, in addition to eating the three basic meals, usually have snacks, which were

impossible to include in the data. "We may not have had a representative sample of students off Commons," said Goldblith, "but the results are indicative of the type of undernutrition that one can get by poor eating habits such as missing meals."

A potential source of error in the Commons survey was that only the nutritional value of an initial serving was assessed. The actual nutritional intake can vary depending on whether the student finishes the initial serving or consumes more than one serving.

Another source of error was that the students off Commons who were surveyed did not keep all their appointments with Essandoh in the survey. Essandoh also pointed out that the nutritional content of food depends upon the way it is prepared.

Party 'sabotage' charged by local Iranian students

(Continued from page 3)
from New York about the party, but added that she did not know who the sponsor is.

The Iranian Consulate referred calls about the party to a telephone number at the Waldorf Astoria Hotel, where, *The Tech* was told, a similar party is scheduled for March 22. The New York party, also sponsored by the "Committee of Norooz Party," will feature the same entertainment as the Framingham party.

"Smith or Jones"

The receptionist at the Astoria Hotel said that "Mr. Parsie" was organizing the party for the committee. According to the Iranian student, "Parsie" is also the name being used by Iranian students selling tickets for the party on campus.

"Parsie" is the name of the Persian language, when translated into Persian (just as *Francaise* means French when translated to French), according to the Iranian student. "The name 'Parsie' is as common in Iran as the name 'Smith' or 'Jones' in English," the student said.

MIT admin debates requiring Commons

(Continued from page 1)

MIT housing philosophy statements for several years have claimed that "common dining" with other students is a powerful social factor in a student's life. Optional Commons, administrators say, has weakened that influence.

Plans discussed

A variety of Commons plans are now under discussion within the administration, according to Assistant Dean for Student Affairs, Nancy Wheatley. These plans range from bringing back compulsory Commons to Baker House only, to re-instituting it in all three dormitories.

Commons is currently offered in three plans — a 15-meal week-day plan; a 19-meal, 7-day plan; and a "one-third" plan which offers about 75 meals throughout the term. Cost of each plan per year is about \$850, \$1105, and \$345, respectively.

Costs of the Commons plans might be somewhat lower under a required system, Wheatley said. Although no estimates have been made yet, Housing and Dining officials believe that compulsory Commons would introduce economies of scale through better utilization of dining resources, making their operations more efficient.

According to Wheatley, Baker is the most likely candidate for the change to required Commons. Deterioration of the 25-year old dorm has been hastened by the strain of having residents cooking in their rooms and in the halls, and maintenance costs are rising rapidly.

Extensive damage to the electrical and plumbing system in Baker is suspected already, Wheatley said. "The basic question is what Baker is going to look like five years from now," Wheatley explained. "If we don't stop the deterioration, it's not going to be worth living in by then."

Baker residents, Wheatley said, have suggested that MIT renovate the dorm, as has been done to Burton and Ashdown houses in the last five years. Such renovation, however, is estimated to cost at least \$3 million — a sum which officials say MIT will not be able to afford until at least 1978.

In contrast to the Baker situation, the reasons for requiring Commons in Burton and MacGregor houses are "basically economic," Wheatley said. Although both of these houses

offer kitchens for residents, the facilities are considered inadequate for the use they are receiving, and the dining halls in those two dorms are not being used efficiently, Wheatley said.

McCormick Hall, the only all-woman dorm on campus, has been excluded from the considerations of compulsory Commons. Although McCormick has a large dining hall, kitchen facilities offered to students there are "among the best on campus," Wheatley said. The Deans' office also opposed consideration of McCormick on social grounds, Wheatley said. "We want to preserve a large all-woman house on campus, and we don't want to make that house any less attractive to prospective residents."

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Small turnout at hearing

By Gerald Radack

A small crowd of students and faculty members attended the Undergraduate Association's second grades hearing Wednesday to debate the proposed changes in the grading system.

Attendance — about 25 students and 10 faculty members — was markedly lower than that at the first hearing last week, which was attended by more than 200 students and about 8 faculty members.

One proposal discussed at Wednesday's hearing provides an official mechanism for attaching comments to grades. Also considered were a proposal to replace the "F" grade with the grade "no credit," which would not appear on outside transcripts, and a proposal to limit freshman Pass/Fail to one term instead of the present two.

The students generally favored adding comments to grades. "Comments would force the faculty to think of the student in more personal terms," one student said.

Other students disagreed, however, arguing that instructors would probably not write meaningful comments since they do not presently do so on freshman evaluation forms. "Freshman evaluations usually contain useless comments," said one student.

dent.

"No Credit" attacked
Almost all the students supported the proposal to remove "F" grades from the transcript, but it drew criticism from some faculty members.

One of these faculty members, Professor of Biology Bernard Gould, contended that since students rarely receive failing grades, that proposal is unnecessary. "I think we're beating the wrong bush when we try to remove a grade that appears so infrequently," he said.

Gould argued that if this proposal were accepted, graduate schools reviewing a student's transcript might be led to believe that many "F" grades were being masked when they really were not. "I don't think the gain in doing this [adopting the proposal] would be very great, but for most people, the loss would be," he stated.

One student asserted that the grading system should not be controlled by the practices of graduate or professional schools. "MIT should be a learning environment, not a training camp for graduate schools," the student said. Only changes in the grading system which improve the "learning environment" should be made, he added.

"MIT is a professional school,

not a learning experience," Gould responded.

IAP attacked

Professor James Melcher of Electrical Engineering attacked what he called an "unholy alliance" of IAP, subjects without finals, and freshman Pass/Fail. "There is every reason for a faculty member who doesn't care about students to want these things," he said.

Most students do not get their "educational dollar's worth" from IAP, Melcher said, because they either do not participate at all, or participate and do not learn anything.

UAP Steve Wallman '75, who presided at both hearings, expressed disappointment at the low turnout at Wednesday's hearing. He said that attendance was greater at the first hearing because the issue of plus and minus grading, discussed at the first meeting, is "a much more controversial and popular issue among students."

The grading proposals will be discussed at the faculty meeting to be held next Wednesday. Wallman said students who have proposals other than those made by the grading committee should refer them to him, along with arguments supporting them, so that he can bring them up at the faculty meeting.

Police Blotter

Police Blotter is a weekly compilation of Campus Patrol Activities on and off the MIT campus. Items for the Blotter are selected by the Patrol.

3/7/75

A report was received of the larceny of a wallet containing \$12 and personal papers from a jacket left in a room in NW-14. This was the third such theft in a matter of a few weeks.

3/8/75

Reports have been received during the week of four cars

having been stolen. The locations of the parked vehicles were 160 Memorial Drive — Memorial Drive in front of the Infirmary — 46-48 Lot — Hermann Garage. Drivers should use precautions when parking vehicles.

3/9/75

A 5-10 male, medium build, wearing blue shorts, no shoes

and a shoulder length brown wig reported in the ladies room on the second floor of Building 8.

3/10/75

The Campus Patrol are investigating a series of typewriter larcenies from Buildings 37 and 38. Descriptions of the machines have been forwarded to other law enforcement agencies.



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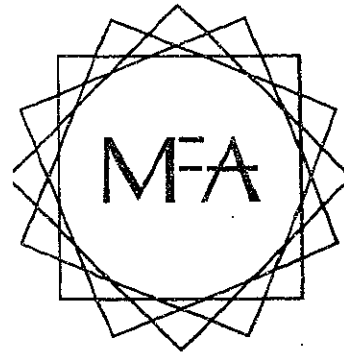
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COOP NOMINATIONS

In accordance with Article VI, Section 1, of the By-Laws of the Harvard Cooperative Society, as amended, the Stockholders of the Society have nominated the following individuals for election as Student Directors of the Society at the next Annual Meeting of the Stockholders in September, 1975.

IMPORTANT — Members seeking nomination as student directors by petition are urged to obtain a sample form of petition and a more detailed statement of the requirements governing petitions from the cashier in any Coop store.

STUDENT DIRECTORS

Harvard College Undergraduates

Mr. D. Thomas Abbott Class of '76
Mr. Marvin N. Bagwell Class of '76
Mr. Keith G. Hanley Class of '76

Radcliffe College

Ms. Elisa A. Botta Class of '78

Harvard University Graduate Students

Mr. Michael H. Browder Divinity School, Class of '76
Mr. Rick L. Frimmer Law School, Class of '76
Mr. John Scott Arts and Sciences

Massachusetts Institute of Technology Undergraduates

Mr. Jonathan W. Kutchins Class of '78
Mr. Mark Thorne-Thomsen Class of '76

Massachusetts Institute of Technology Graduate Students

Mr. John A. Foss School of Science
Mr. Robert A. Wasson School of Engineering

PROCEDURE FOR MAKING ADDITIONAL NOMINATIONS FOR STUDENT DIRECTORS

Pursuant to Article VI, Section 2, of the Society's By-Laws, as amended, additional nominations for student directors may be made by petition signed by at least one hundred student members and filed with the Clerk (by leaving the petition at the General Manager's office in the Harvard Square Store) not later than 5 p.m., April 7, 1975. A signature will be invalid unless the student designates his membership number and school and he is currently enrolled as a degree candidate in that school.

IF A STUDENT MEMBER SIGNS MORE THAN ONE PETITION, HIS SIGNATURE ON EACH PETITION WILL BE DISREGARDED.

The posting of nominations for officer-alumni directors has been postponed pending outcome of the current balloting on by-law amendments. Those amendments do not affect the nomination procedure for student directors.

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Sports

Van Lidth de Jeude 6th in NCAAs

By David Ziegelheim

Last Saturday MIT's heavy-weight wrestler, 335-pound Erland van Lidth de Jeude '76, became the second MIT wrestler in as many years to reach the status of All-American by finishing sixth in the NCAA Division III Nationals at John Carroll University, in Cleveland, Ohio. Van Lidth de Jeude also left the Nationals with a trophy for obtaining the greatest number of falls in the least amount of time, pinning his opponent in the first period of each of the three bouts that he won.

After winning his first match in 38 seconds, Erland lost his second match, a 5-2 decision to defending national champ Joe Bartolone of John Carroll. He pinned his next two opponents, guaranteeing himself a finishing position.

He then ran into his long time adversary, Jim Murray, a 225-pound junior at the Coast Guard Academy. Murray had beaten Van Lidth de Jeude 5-2 in the finals of the New Englands, and 4-1 in dual meet competition earlier this season. At the Nationals, the two heavyweight

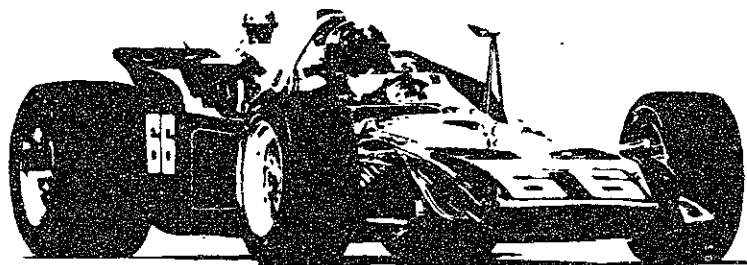
wrestlers had their closest bout yet, as Murray squeaked out a 1-0 win in overtime. Erland then dropped his final bout 3-1 in overtime, to finish sixth.

A 20 year-old junior in computer science, Erland comes from Ridgefield, Connecticut, and lives at East Campus. The 6'6" heavyweight has been a regular performer for the Musical Theater Guild and last year appeared on the TV program "5 on Sports."

Practicing with MIT's 1968

Sporting Notices

IM Softball rosters and entry cards are due today in W32-123 by 5:00pm. NO LATE ENTRIES WILL BE ACCEPTED. Include all athletic card numbers on rosters. Members of the women's intercollegiate softball team ARE ELIGIBLE for IM Softball this year. The note at the end of the Umpire Clinic postcard was incorrect.



BEHIND THE WHEEL

By David Schaller

If you're looking for auto racing, you can find it this weekend. Major events are the Gatornational drag races, the Southeastern 500 stock car race, the Phoenix 150 for USAC cars, the Mint 400 offroad race, and the Race of Champions, a non-championship F-1 Race.

For those of you unable to get to any of these, the MIT Auto Club is holding their first meeting of the year this Sunday in the Student Center, room 400, at 7pm. A slide show of the Watkins Glen F-1 race will be shown.

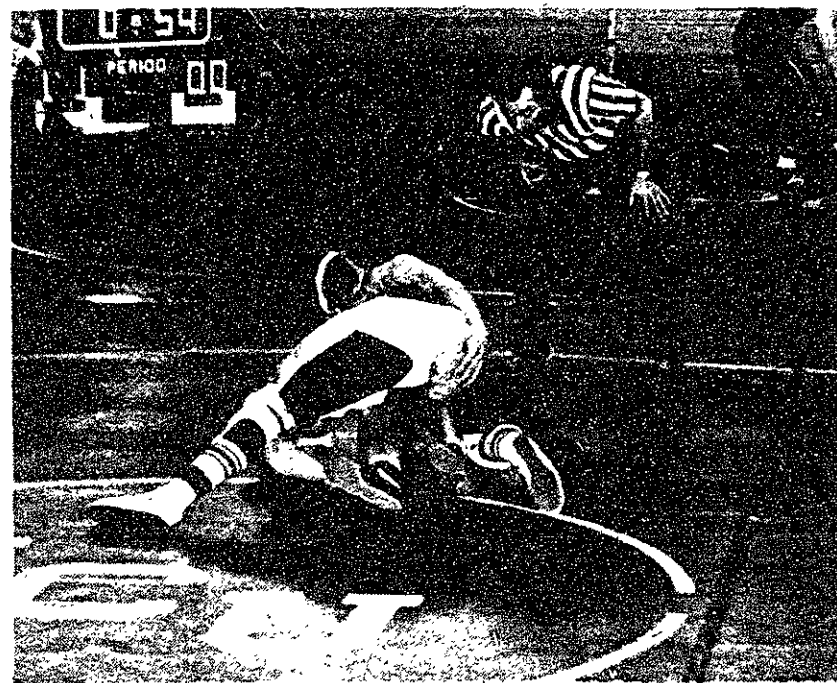
Just as the Porsche Carrera has dominated its class, the MIT Auto Club dominated the Showroom Stock class in New England. With a team of three drivers, the season record was 9 wins, 5 seconds, 8 thirds, 2 fourths, and 3 fifths. At the Car and Driver Challenge, the semi-official championship, the MIT team gathered third, eighth, and tenth positions, competing against 65 cars.

Several changes have been made for the '75 season. Joel Bradley is carefully rebuilding the brown '73 Pinto that took him to 8 wins and a third at Car and Driver. Dave Ziegelheim sold his green Pinto, and he will be looking for a winning season in a burgundy '74 Opel. The Auto Club's new driver, Ed Gardner, will be looking for his first win in the '73 Pinto he bought from Ziegelheim. Steve Cairns, eighth at Car and Driver, has decided to run on his own this year.

All-American heavyweight Fred Andre, Van Lidth de Jeude has posted a 14-2-1 record this year in dual meet competition.

Also attending this year's Nationals were co-captains Jack Mosinger '75 and Loren Dessonville '75. Jack advanced to the quarter-finals before being beaten, while Loren was eliminated in his first round.

With ten team points, the MIT squad finished 22nd overall in a field of 60 schools. John Carroll, the host school, emerged as the eventual victor over second-place Wilkes College and third-place Montclair State.



Diane Curtis

MIT sent two other wrestlers to the nationals, co-captains Jack Mosinger '75 (118 lbs) and Loren Dessonville '75 (167 lbs). Shown here is Dessonville in his first-round match, which he lost. Mosinger was a little more successful, reaching the quarter-finals before being eliminated.

IM Bowling standings

A-league		W L	B-league (W6)		B-league (R6)			
Metallurgy	8	1	Zeta Beta Tau III	8	1	Kappa Sigma 'E'	8	1
IMOF	7	2	Baker B2	6½2½	Baker 'B1'	5	4	
Kappa Sigma 'A'	5	4	McCormick 'B'	6	3	Phi Beta Epsilon 4	5	4
Baker 'A'	5	4	Phi Beta Epsilon 6	4¼4½	Theta Xi 'C'	5	4	
Kappa Sigma 'B'	4	5	Burton 5 Smokers VI	4	5	Al Sux-Bur 5 Smo I	4¼4½	
BTP 'A'	3	6	Theta Xi 'D'	3	6	MacGregor Turkeys 'B2'	4¼4½	
Zeta Beta Tau I	2	7	2nd West II	2	7	Zeta Beta Tau IV	3	6
Epsilon Theta 'A'	2	7	2nd West I	2	7	McCormick 'A'	1	8
B-league (T6)			B-league (W10)		B-league (R8)			
1st West	6½2½	Nuclear Eng	6	3	Theta Xi 'A'	7	2	
Burton 5 Smokers 4	6	3	3E Massage Market	6	3	Beta Theta Pi 'B'	6	3
Kappa Sigma 'G'	5	4	Astros	4	5	Sigma Phi Epsilon	6	3
Theta Xi 'B'	5	4	Pi Lamda Phi 'C'	4	5	Delta Kappa Epsilon	5	4
Earth/Planet Sci	4	5	Brand X	4	5	Beethoven's Three	4	5
Kappa Sigma 'C'	4	5	Burton 5 Smokers III	4	5	Phi Beta Epsilon 4	3	6
2E 'A'	3	6	H Turkeys 21	4	5	Pin Knock Spast	3	6
MacGregor 'AA'	2½6½	Delta Tau Delta 1	4	5	Sigma Alpha Epsilon 2	2	7	
B-league (T8)			B-league (R4)		B-league (R10)			
BSU 'A'	8	1	Baker 'B4'	6	3	Burton 5 Smokers V	6	3
Sloan	6	3	Fiji All-Stars	6	3	Delta Kappa Epsilon 'A'	6	3
Pi Lambda Phi 'A'	5	4	NRSA 'A1'	6	3	Sigma Alpha Epsilon 1	5	4
Lambda Chi Alpha 'A'	5	4	Phi Beta Epsilon 2	4	5	Phi Beta Epsilon 3	3	3
Turkeys X	5	4	Phi Delta Theta	4	5	Baker 'B8'	4	5
Pi Lambda Phi 'B'	4	5	Griches	4	5	Kappa Sigma 'D'	4	5
Alpha Tau Omega	2	7	Fast 'N' Bulbous	3	6	Phi Phrisbee Grunt	3	6
Theta Chi	1	8	Baker B5	3	6	Teralta	2	4
B-league (T10)								
2E 'B'	8	1						
H Turkey 'B1'	6	3						
Kappa Sigma 'F'	5	4						
Burton 4	5	4						
Baker 'B3'	4	5						
Burton 5 Smokers VII	3	6						
Epsilon Theta	3	6						
Poten Kaput Sharp	2	7						
B-league (W4)								
Burton 5 Smokers II	9	0						
NRSA 'A2'	6	3						
Theta Delta Chi	6	3						
Baker 'B6'	5	4						
Zeta Beta Tau II	4	5						
Zeta Beta Tau V	4	5						
Baker 'B7'	1	8						
Conner 3 Balloon	1	8						

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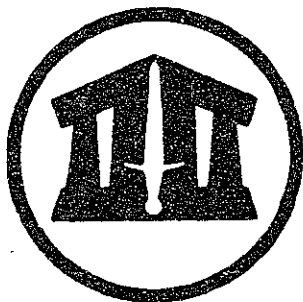
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